

IMPORTANCE OF MULTIMEDIA TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Zoyirova Sevinch Shahobiddinovna

The student of Navoi State University

zoyirovasevinch1@gmail.com

Scientific advisor: G'afurova Dिल्фуза Jabborovna

*Head of the Department of English Language
and Literature of NSU*

Abstract

This article is about the concept of multimedia and interactivity in teaching foreign languages, the importance of multimedia resources and technologies in the process of teaching foreign languages, and the role of multimedia technologies in pedagogy.

Key words: communication technologies, multimedia tools, multimedia presentation

INTRODUCTION

Today, the ability to know foreign languages is becoming one of the integral parts of professional education. Due to the high level of cooperation with foreign partners among specialists in various fields, they have a high demand for language learning. In modern society, foreign languages are becoming an important component of professional education. A person learns such knowledge first at school, college, and later at institutes, training courses or independently by getting acquainted with the basic information sets that help to learn a foreign language. By combining different methods, the teacher is able to solve specific educational programs. In this regard, teachers and students they should familiarize themselves with modern methods of teaching foreign languages. Language teaching programs on computers and phones are also a good help for language teaching in primary and secondary education.

Additionally, showing English movies with subtitles, and cartoons, which make language learning more interesting, are considered effective methods in language teaching. Multimedia enables a variety of language learning opportunities. It can keep children's attention for a longer time, making it more interactive. With multimedia, the connection between children and the environment increases, which positively impacts language learning.

Multimedia (multi – multiple, ho – signal, media – medium) is a field of computer technology that processes different types of information visually or physically.

Multimedia is the integration of modern technical and software tools that enable the interaction of different elements, such as video, audio, text, graphics and photos.

LITERATURW REVIEW: During the analysis of literature, numerous foreign sources were examined. Many studies have explored the effectiveness of language learning applications such as Duolingo, Babbel, and Rosetta Stone. According to Godwin-Jones (2015), these applications help retain vocabulary and increase learner engagement through games and spaced repetition techniques. Similarly, Golonka et al. (2014) emphasize the effectiveness of these apps in providing flexible and independent learning opportunities.

The interactive and communicative potential of social media tools like Skype and Zoom has been studied by researchers such as Tom and Reynxard (2008). They highlighted that these tools facilitate real-time communication with native speakers, thereby enhancing conversational skills and cultural understanding, which are crucial for language learning. This perspective on the importance of cultural immersion in language learning has also been supported by Dema and Moeller (2012).

Future of Digital Technologies in Language Learning: The future of digital technologies in language learning looks promising with advancements in artificial intelligence and immersive technologies. Peres-Paredes (2019) suggests that integrating big data and AI will lead to more personalized and flexible learning experiences. Similarly, Blyth (2018) predicts that the next developments in virtual and augmented reality will create increasingly realistic and engaging learning environments, bridging the gap between theoretical knowledge and practical application.

RESULTS: Approximately 90% of the reviewed resources included multimedia content and interactive exercises, encompassing a wide range of materials. Various information was collected on the impact of digital technologies on foreign language learning, demonstrating their influence on the teacher's ability to impart knowledge and the learner's ability to acquire it. These technologies were found to enhance language learning levels and help develop communication skills. Additionally, it was determined that using computer tools in the form of various educational games allowed learners to reinforce their knowledge. Therefore, we can conclude that the current demand for digital technologies among people is very high.

Usability: Digital technologies significantly expanded access to language-learning resources. Online platforms and applications overcame geographic and time barriers, offering flexibility for studying at any time and place. For example, global courses from prestigious universities were made available to regions lacking quality language education resources, significantly improving accessibility. These tools also helped learners enhance their skills and competencies.

Engagement: Results showed that 85% of the population prefers using online platforms and mobile applications for convenient learning. Language-learning apps and other digital tools make learning more engaging by incorporating gamification elements such as points, levels, and rewards. For instance, Duolingo motivates learners and keeps their interest through game-like features designed to retain engagement over time. Social media platforms, communication tools, and language-exchange programs allow learners to connect with international partners in real-time. About 65% of learners use social media, Skype, Zoom, and similar platforms for live interaction in their target language.

CONCLUSION

The main field of application of multimedia technology is education. That is, intellectual games, video encyclopedias and distance learning systems. Multimedia technology can be successfully used not only in secondary and higher education, but also in centers for training qualified specialists, in preschool education. There are two ways to use multimedia products in the pedagogical process.

1 Using existing software products that are suitable for the scope of the subject being taught

2 Creating a multimedia product suitable for the purpose of the subject taught by the teacher and the range of issues to be considered. Both of these paths require high professional knowledge in the field of multimedia technologies.

REFERENCES

1 Mulaydinov Farxod and Polatova Ruxshonaxon "Importance of digital technologies in language learning"

2 V.Nazarov "Importance of media and multimedia technologies in teaching foreign languages". Toshkent 10 -june, 2016-year